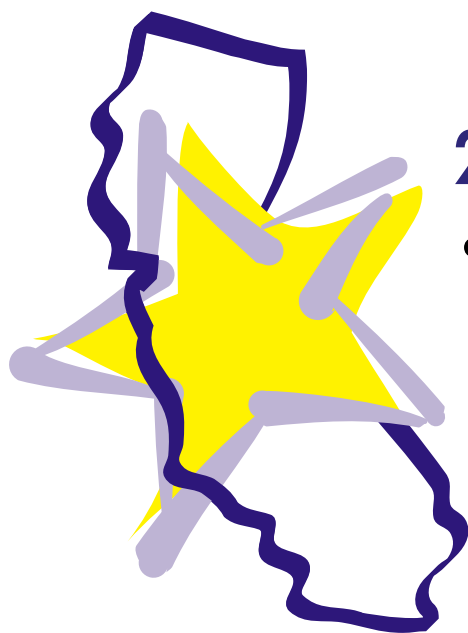


# **Reporting 2001 STAR Results to Parents/Guardians**

---

## **Assistance Packet**



### **2001 STAR Tests**

- Stanford 9
- California Standards Tests
- SABE/2

**June 2001**

---

prepared by the  
Standards and Assessment Division  
California Department of Education

---

# Reporting 2001 STAR Results to Parents/Guardians

## Table of Contents

---

### Section I

---

#### Standardized Testing and Reporting (STAR) Program

Suggested Activities for Reporting	
2001 STAR Results to Parents/Guardians .....	4
2001 Standardized Testing and Reporting Program	
Questions and Answers for Parents/Guardians .....	8
STAR Tests Students took in 2001 .....	11
2001 Stanford 9, Form T, and California Standards Tests	
Number of Test Items and Testing Time at Each Grade Level .....	12
2001 Standardized Testing and Reporting (STAR) Program	
SABE/2, by Grade Level	
Number of Test Items and Testing Time .....	13

### Section II

---

#### California Standards Tests

Parent Guide to the 2001 California Standards Tests .....	15
English-Language Arts: Grades 2–5 .....	17
California Writing Standards Test Scoring Guide: Grade 4 .....	21
Mathematics: Grades 2–5 .....	22
English-Language Arts: Grades 6–8 .....	24
California Writing Standards Test Scoring Guide: Grade 7 .....	26
Mathematics: Grades 6–8 .....	27
English-Language Arts: Grades 9–11 .....	29
Mathematics: Grades 9–11 .....	31
History-Social Science: Grades 9–11 .....	33
Science: Grades 9–11 .....	35

---

# Reporting 2001 STAR Results to Parents/Guardians

## Table of Contents

---

### Section III

<b>Sample Brochure — Reporting 2001 STAR Results to Parents/Guardians .....</b>	<b>38</b>
<b>Kindergarten–Grade 5</b>	
<b>Sample School/Home Newsletter Insert .....</b>	<b>42</b>
<b>Sample Principal’s Letter before Reports Are Distributed .....</b>	<b>43</b>
<b>Sample Principal’s Letter and Explanation</b>	
<b>for STAR Parent Report (Stanford 9 with California Standards Tests) .....</b>	<b>45</b>
<b>Sample Front Page of STAR Parent Report—Grade 4 .....</b>	<b>48</b>
<b>Sample Back Page of STAR Parent Report—Grade 4 .....</b>	<b>49</b>
<b>Grades 6–8</b>	
<b>Sample School/Home Newsletter Insert .....</b>	<b>50</b>
<b>Sample Principal’s Letter before Reports Are Distributed .....</b>	<b>52</b>
<b>Sample Principal’s Letter and Explanation</b>	
<b>for STAR Parent Report (Stanford 9 with California Standards Tests) .....</b>	<b>54</b>
<b>Sample Front Page of STAR Parent Report —Grade 8 .....</b>	<b>57</b>
<b>Sample Back Page of STAR Parent Report—Grade 8 .....</b>	<b>58</b>
<b>Grades 9–11</b>	
<b>Sample School/Home Newsletter Insert .....</b>	<b>59</b>
<b>Sample Principal’s Letter before Reports Are Distributed .....</b>	<b>61</b>
<b>Sample Principal’s Letter and Explanation</b>	
<b>for STAR Parent Report (Stanford 9 with California Standards Tests) .....</b>	<b>63</b>
<b>Sample Front Page of STAR Parent Report —Grade 10 .....</b>	<b>66</b>
<b>Sample Back Page of STAR Parent Report—Grade 10 .....</b>	<b>67</b>

### Section IV

<b>Sample Principal’s Letter and Explanation</b>	
<b>for Home Report (SABE/2) .....</b>	<b>69</b>
<b>Sample Home Report .....</b>	<b>71</b>

### Section V

<b>Presentation Transparency Masters .....</b>	<b>72</b>
--	-----------

---

# Section I

---

## **Standardized Testing and Reporting (STAR) Program**

### **Suggested Activities for Reporting**

#### **2001 STAR Results to Parents/Guardians**

### **2001 Standardized Testing and Reporting Program**

#### **Questions and Answers for Parents/Guardians**

#### **What STAR Tests Students Took in 2001**

### **2001 Stanford 9, Form T, and California Standards Tests**

#### **Numbers of Test Items and Testing Time at Each Grade Level**

### **2001 Standardized Testing and Reporting (STAR) Program**

#### **SABE/2, by Grade Level**

#### **Number of Test Items and Testing Time**

---

# Suggested Activities for Reporting 2001 STAR Results to Parents/Guardians

---

For the fourth year, California public school students in grades 2 through 11 took part in the state's Standardized Testing and Reporting (STAR) Program. The spring 2001 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests this spring. In addition to the designated STAR tests in English, districts were required to administer the Spanish Assessment of Basic Education, Second Edition (SABE/2), to limited-English-proficient Spanish-speaking students who first enrolled in California public schools less than 12 months prior to testing. School districts are to report individual student results for all parts of the STAR Program to parents/guardians within 20 working days after they are received in the district.

## Parents/Guardians as Part of the School Team

Educating children is a team effort. Parents/guardians, students, schools, and communities benefit when there is shared responsibility for learning. To fully participate as part of the school team, parents/guardians must have a good understanding of the role testing plays in the learning process. This includes the total testing program that is initiated in the classroom and by schools, districts, and the state.

The *Reporting 2001 STAR Results to Parents/Guardians Assistance Packet* is designed to help schools and districts answer questions parents/guardians may have about the state's STAR Program, including the Stanford 9, Form T, the California Standards Tests, and the SABE/2. STAR Parent Reports for the 2001 Stanford 9 and California Standards Tests also will include the California Reading List Number. Parents/guardians will want to know what this number means for their student and how to use it to improve reading achievement.

This packet provides a detailed description of the testing program, graphic displays and definitions for the STAR Parent Reports, sample letters to parents/guardians, and sample STAR parent/guardian brochures. A separate section has been added that addresses the California Standards Tests. The Assistance Packet was developed with input from teachers, parents/guardians, administrators, and school board members.

It is hoped that this material will assist in local, regional, and state efforts to help parents/guardians become better informed and more involved in their students' education. These materials should be shared with district representatives who work with parent/community and student leadership groups.

---

## Parent/Guardian Information Meetings

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Suggested activities:

- Try to plan at least one meeting with parents/guardians before school is out to share information about the STAR Program.
- Schedule a presentation about the 2001 STAR results at back-to-school nights or other planned information sessions in the fall. Review the sample parent reports and explain the types of student scores and other information parents/guardians receive.
- Include information about STAR in back-to-school packets sent to parents/guardians prior to the opening of school (see the sample parent brochure or Questions and Answers for Parents/Guardians on page 8).
- Work with parent/guardian leaders to offer neighborhood coffees to provide information and answer parent/guardian questions and concerns.
- Have teachers include STAR test results as a regular part of parent/guardian-teacher conferences.
- Inform parents/guardians when and how they can obtain the California Reading List on the Internet and at schools, the district office, and local libraries.
- Refer parents to the blueprints for the STAR tests at <http://www.cde.ca.gov/statetests/star/s2blueprt.html> on the Internet. The blueprints provide a listing of the content standards addressed on the STAR tests.

## Immediate Assistance for Parents/Guardians

The schedule for reporting results suggests the need for setting up ways that parents/guardians can receive immediate assistance, including:

- Schedule staff members to be on hand at the school sites or at a central location for 2–3 days after home reports are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance in the school/home newsletter and in the cover letter for the STAR Parent Report.
- Set up a STAR Information Hotline that parents/guardians can call to ask questions about their student's results. Advertise the hotline through the school/home newsletter, the cover letter with the STAR Parent Report, the local newspaper, and other available means.
- Coordinate information about the California Reading List Number on the STAR Parent Report with local libraries.

- 
- Provide translations of student results in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available. Each year, Spanish translations of the sample materials and presentation masters for this assistance packet are posted on the Internet at <http://www.cde.ca.gov/statetests/star/star.html> as soon as they are completed.

## Student Communications

A primary purpose of individual student results is to provide information to parents/guardians about their student's academic progress. Students also want feedback about their results as soon as possible. Suggested activities:

- Encourage parents/guardians to discuss the results with their children.
- Schedule student information sessions before school breaks for summer and after school opens in the fall to share school results.
- Make sure student leaders are informed about how and when test results are to be reported and what they mean.
- Prepare "answers-to-student questions" information for student newspapers for the first edition in the fall.
- Provide translations about the results for students who may need assistance in English.

## Employee Information about STAR

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Schedule information sessions to prepare all employees (classified and certificated) for answering general questions about STAR and for explaining when, where, and how parents/guardians can receive information and assistance.
- Provide employees with the written information that parents/guardians receive (e.g., parent/guardian brochures, questions and answers about the test results, the STAR Parent Reports, explanations about the results, and the California Reading List Number).
- Explain to employees when and what results will be placed on the Internet at <http://star.cde.ca.gov> by August 15, 2001 to prepare them for questions they may receive from parents/guardians and other community members.

---

## Part of a Process

It is important that results of the STAR Program are seen as part of a comprehensive and ongoing process for measuring how well students are moving toward academic goals.

Districts and schools need to:

- Share with staff, parents/guardians, students, and school board members the ongoing process for evaluating student achievement.
- Show how the STAR results fit into the total evaluation process.
- Include parent/guardian and student leaders as part of the team with school and district staff members to analyze STAR results with other student achievement data to modify instruction to improve student learning.



# 2001 Standardized Testing and Reporting Program

## Questions and Answers for Parents/Guardians

### What is the STAR testing program?

One part of the state testing system is the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning basic academic skills.

### What tests are included in the STAR Program?

The STAR Program has three components:

- Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
- California Standards Tests, produced for California public schools
- Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

### Who must take the Stanford 9 and California Standards Tests?

All students in grades 2 through 11 must take the Stanford 9 and the California Standards Tests in English. Students learning English and students in special education programs are included. Only students whose Individual Education Plans (IEP) specifically exempt them from STAR testing and students with written parent requests to exempt them do not take the STAR tests.

### Who must take the SABE/2?

In addition to taking the designated STAR tests in English, limited-English-proficient Spanish-speaking students who have been enrolled in California public schools less than 12 months are required to take the SABE/2. This part of the STAR Program is optional if the students have been enrolled in California public schools more than 12 months.

### What is the Stanford 9 test?

The Stanford 9 is a norm-referenced test. Results from this test compare results of California students with those of a national sample of students in the same grade.

### What are the California Standards Tests?

The California Standards Tests were developed specifically for California public schools. These tests are aligned to state-adopted content standards in reading, writing, mathematics, history-social science, and science.

### What is the SABE/2?

The SABE/2 is an achievement test in Spanish that is designed to measure how well limited-English-proficient (LEP) Spanish-speaking students are learning basic academic skills. This test is norm-referenced. That means it compares results of California students with results of a national sample of LEP students whose primary language is Spanish.

### What STAR tests were given in spring 2001?

Students in grades 2 through 11 were tested in reading, writing, and mathematics. In addition, students in grades 2 through 8 were tested in spelling. Students in grades 9 through 11 also were tested in history-social science and science. A complete listing of the STAR tests given in 2001 in all grade levels tested is outlined on page 11.

### Who gave the STAR tests, and how long did they take?

Teachers who received special training gave the STAR tests at the local school. It took 7 to 8 hours to complete the Stanford 9 and the California Standards Tests, depending on the grade level. The SABE/2 added about 4 hours for limited-English-proficient students. STAR testing was spread over several days.

### How were the questions on the tests asked?

All of the test questions were in a multiple-choice format, except for writing tasks given in grades 4 and 7 (see listing of the tests given in each grade level on page 11). The multiple-choice questions required students to select the correct answer from four or five possible answers.

### Can parents see the STAR tests?

No. The test questions can be seen only by students when they take the tests. This security measure ensures that the tests are fair for all students and that test questions can be used for more than one year. The law requiring STAR testing does allow local school boards to see the tests under secure conditions.

# 2001 Standardized Testing and Reporting Program

---

## Questions and Answers for Parents/Guardians

### **What if parents do not want their student tested?**

According to Education Code Section 60615, parents/guardians can submit a written request to the principal of their student's school if they do not wish to have their student take any or all parts of the STAR tests. Written requests from parents/guardians must be honored.

## **Special Assistance**

### **What was done to help students with special needs?**

Most students with special needs took the test with all other students under standard conditions. Certain accommodations and adaptations such as additional time, Braille, or large-print tests were provided for those special education students who needed assistance. Accommodations also included revised test directions or formats or the use of classroom aides and/or aids to provide additional help.

The accommodations must be based on explicit statements in each student's Individual Education Plan (IEP). Those accommodations must match the ones students receive for classwork throughout the year.

### **What was done to help English Learners?**

English Learners, who had been enrolled in California public schools less than 12 months, could use special accommodations for the Stanford 9 and California Standards Tests if the local school board had adopted a policy to allow this assistance. These "non-standard" accommodations could include using a bilingual dictionary, having extra time, and having their teachers translate the test directions.

### **What if a student was absent on testing days or missed one part of the required tests?**

Schools provided at least two test makeup dates. These makeup dates are announced with the testing schedule each year.

## **Reporting STAR Results**

### **How and when do parents/guardians get their student's test results?**

Each student's test results must be reported to parents/guardians within 20 working days after the school district receives them. In most cases these reports are mailed. Group results by grade level for each school, district, county, and the state are expected to be posted on the Internet no later than August 15, 2001. Results for the Stanford 9 and the California Standards Tests are on one report. Results for the SABE/2 are reported separately.

### **How are individual test results for STAR 2001 reported for students?**

The Stanford 9 and SABE/2 results are reported as national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade who were tested at the same time of the school year.

Scores for the 2001 California Standards Tests in English-language arts, mathematics, history-social science, and science include the number and percent of questions the student answered correctly. There are no comparisons to other student results.

In addition, scores for the English-Language Arts Standards Tests are reported according to performance levels achieved (i.e., advanced, proficient, basic, below basic, and far below basic). The levels indicate how well students met state standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels.

The writing tests in grades 4 and 7 were scored separately and were not included in the performance levels. Scores for the writing tests are reported separately.

Standards Test scores for mathematics, history-social science, and science will be reported with performance levels in 2002.

### **Is the California Reading List Number on the 2001 STAR Parent Report?**

For the second year, a California Reading List Number directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to a student's Stanford reading comprehension score and ranges from 1-13+.

# 2001 Standardized Testing and Reporting Program

## Questions and Answers for Parents/Guardians

### **What about STAR reports for students with special needs?**

Reports for students with special needs include only the number of questions answered correctly if:

- students took the test in Braille, or
- students took a test that is intended for students more than one grade level below the grade they would be assigned to in a regular program.

Reports for students with special needs include all test scores but are designated as a “non-standard test administration” if:

- students were given extra time to take the test,
- students were given special assistance, or
- students used a revised test form.

### **What about STAR reports for limited-English-proficient students?**

Reports of Stanford 9 and California Standards Tests results for limited-English-proficient students include all test scores, but are designated as a “non-standard test administration” if students:

- used a bilingual dictionary
- were given extra time
- had their teacher translate the test directions

### **Who sees the test results for individual students?**

Only students, their teachers, and parents/guardians see individual student results. Individual student results are confidential. Copies are kept in the student’s cumulative file with other confidential data.

## Using STAR Results

### **How are the STAR test results used?**

Teachers, parents, and students use individual STAR results to help monitor each student’s academic progress. Individual student results are merged to prepare grade-level reports by subject area for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

Stanford 9 test results for the 2001 administration will be used to calculate the 2001 Academic Performance Index (API) for schools throughout California. Performance level results for English-language arts will be used in calculating the 2001 base API. The API, a major component of the state’s new accountability program, is used to rank the academic performance of schools, set targets for growth, and monitor progress over time.

### **Can results from the STAR tests be used to determine if a student should be retained?**

A district may use these results with other information about student achievement to make decisions about student retention. Test scores by themselves should never be used to make a promotion/retention decision.

### **Can the Stanford 9 and California Standards Test Scores be put into student transcripts?**

Yes, but parents/guardians must approve the release of transcripts that include these scores. If parents/guardians do not want the scores included, the school must provide transcripts without the scores.

### **Are there any rewards for students who do well on the STAR tests?**

The Governor’s Scholars Program awards \$1,000 scholarships to students in grades 9, 10, and 11 whose Stanford 9 reading and mathematics scores are among the top 5% of statewide scores or the top 10% of scores in their junior high school (grade 9) or comprehensive senior high school. Students receiving these awards are notified by letter.

### **How can parents/guardians get their questions about STAR, their student’s results, or the API answered?**

Parents/guardians should begin with their student’s teachers. Additional information may be available through the school principal or counselor. Questions about the STAR Program also can be directed to the STAR test coordinator at the school district office.

# STAR Tests Students Took in 2001

Test	Grade Levels Tested
<b>Stanford 9</b>	
Reading, Written Expression (language), and Mathematics	All students in grades 2–11
Spelling	All students in grades 2–8
History-Social Science and Science	All students in grades 9–11
<b>California Standards Tests</b>	
English-Language Arts	All students in grades 2–11
Writing Test	All students in grades 4 & 7 and students taking grades 4 & 7 tests out-of-level
Mathematics	All students in grades 2–7
Algebra 1, Geometry, Algebra 2 or Integrated Mathematics 1, 2, or 3	Grade 8–11 students enrolled in the course and Grade 8–10 students who completed the course during this school year
Grade 11 Mathematics	Grade 11 students who completed Algebra 2 or Integrated Math 3 before testing began
Earth Science, Biology, Chemistry, Physics or Coordinated/Integrated Science	Grade 9–11 students who were enrolled in or had completed a science course for which a test was available during this school year
History-Social Science	All students in grades 9–11
<b>SABE/2</b>	All Spanish-speaking English Learners in grades 2–11 enrolled in California public schools less than 12 months*
Reading, Language, Mathematics, and Spelling	Designated students in grades 2–11
Word Analysis	Designated students in grades 2 and 3

\* Students must also take the Stanford 9 and California Standards Tests in English

# 2001 Stanford 9, Form T, and California Standards Tests

## Number of Test Items and Testing Time at Each Grade Level

Test Levels	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time
<b>Stanford 9, Form T</b>																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2-8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9-11 only)															40	20	40	20	40	20
Social Science (required grades 9-11 only)															40	20	40	20	40	20
<b>STAR California Standards Tests **</b>																				
Language Arts Part 1 ***	17	40	11	40																
Language Arts Part 2 ***	18	30	24	30																
Language Arts					35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Writing Test					1	60					1	60								
History-Social Science (two sessions) ****															30	40	30	40	30	40
Science (two sessions) ****															30	45	30	45	30	45
Mathematics Part 1	24	55	25	55	25	55	25	55	25	55	25	55	33	75	33	75	33	75	33	75
Mathematics Part 2	26	55	25	55	25	55	25	55	25	55	25	55	32	75	32	75	32	75	32	75
<b>Total Items and Testing Time *</b>	<b>351</b>	<b>410</b>	<b>323</b>	<b>400</b>	<b>326</b>	<b>455</b>	<b>325</b>	<b>395</b>	<b>325</b>	<b>395</b>	<b>328</b>	<b>455</b>	<b>344</b>	<b>445</b>	<b>500</b>	<b>580</b>	<b>500</b>	<b>580</b>	<b>500</b>	<b>580</b>

January 2001

\* Testing time in minutes—add 10 minutes to each subtest to distribute materials, give directions, and collect materials.

\*\* All times are approximate for scheduling. Except for the Writing Tests for grades 4 and 7 the Standards Tests are untimed.

\*\*\* Language Arts Parts 1 and 2 for grades 2 and 3 must be administered in a single session with a 10-minute break between the two parts.

\*\*\*\* Times listed for science and history-social science are for each session. Science Tests are course specific (see page 11 for descriptions)

# 2001 Standardized Testing and Reporting (STAR) Program

## SABE/2, by Grade Level Number of Test Items and Testing Time

Test Levels	Grade 2		Grade 3		Grades 4–11	
	Items	Time*	Items	Time*	Items	Time*
Fonética (Word Analysis)	38	35	24	22		
Vocabulario (Vocabulary)	25	19	30	30	45	29
Comprensión de lectura (Reading Comprehension)	25	28	30	36	45	45
Cálculos matemáticos (Mathematics Computation)	20	18	36	34	40	33
Aplicaciones y conceptos matemáticos (Mathematics Concepts and Applications)	31	34	40	33	45	37
Ortografía (Spelling)	20	19	22	21	20	19
Mayúsculas y puntuación (Mechanics)	22	31	26	35	27	27
Expresión (Expression)	30	35	38	44	Grade 4	
					28	28
					Grades 5–6	
					41	40
					Grades 7–11	
Destrezas de estudio (Study Skills)**					40	39
					Grade 4	
					28	31
					Grades 5–11	
					27	30
<b>Total Items and Testing Time*</b>	<b>211</b>	<b>219</b>	<b>246</b>	<b>255</b>	Grade 4	
					<b>278</b>	<b>249</b>
					Grades 5–6	
					<b>290</b>	<b>260</b>
					Grades 7–11	
					<b>289</b>	<b>259</b>

\* In minutes

\*\* Optional

December 2000

---

# Section II

---

## **California Standards Tests**

**Parent Guide to the 2001 California Standards Tests**

**English-Language Arts: Grades 2–5**

**California Writing Standards Test Scoring Guide: Grade 4**

**Mathematics: Grades 2–5**

**English-Language Arts: Grades 6–8**

**California Writing Standards Test Scoring Guide: Grade 7**

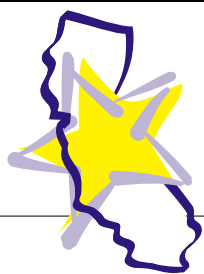
**Mathematics: Grades 6–8**

**English-Language Arts: Grades 9–11**

**Mathematics: Grades 9–11**

**History-Social Science: Grades 9–11**

**Science: Grades 9–11**



# Parent Guide to the 2001 California Standards Tests

The California Standards Tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program has two components in addition to the California Standards Tests: the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9) and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

## A Test for California Schools

- The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
- The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001.
- Standards Tests for 2001 STAR include questions from the Stanford 9 English-language arts tests for grades 2 through 11 and mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

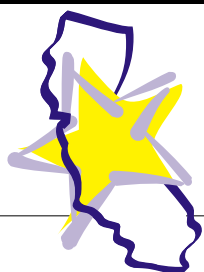
## Test Content and Format

- Standards Tests in English-Language Arts in grades 2 through 11; in Mathematics in grades 2 through 7; and in History-Social Science in grades 9, 10, and 11 are tied to specific grade levels.
- The Mathematics Standards Tests in grades 8 through 11 are tied to specific math courses. A grade 11 Mathematics Standards Test is given to students who completed algebra II or third-year integrated math at any time before testing begins.
- Students in grades 9, 10, and 11 take Science Standards Tests that also are tied to specific courses rather than grade levels.
- Questions for all Standards Tests, except for the writing tests in grades 4 and 7, are in a multiple-choice format.
- Student responses to the writing tasks are scored using 4-point scoring guides that are aligned to state-adopted standards for writing strategies, applications, and conventions.

## Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.





# Parent Guide to the 2001 California Standards Tests

- Initial recommendations came from a Performance Level Setting Panel, convened in summer 2000. The State Board also scheduled regional hearings to receive public input before final performance levels were adopted in February 2001.
- include the writing test scores. Writing test scores will be included in 2002 performance level results.
- 2001 performance level results for English-language arts are being used in calculating 2001 base APIs for each school.

## Reporting 2001 Results

- Individual student and group results of the 2001 administration of the California English-Language Arts Standards Tests are being reported using performance levels.
- The performance levels used to report 2001 results for English-language arts are:
  - advanced
  - proficient
  - basic
  - below basic
  - far below basic
- The performance levels describe student achievement with respect to California English-Language Arts Content Standards.
- The 2001 performance level results for the English-Language Arts Standards Tests in grades 4 and 7 are based on the multiple-choice questions and do not

## Performance Levels for All Content Areas

- The State Board is scheduled to adopt performance levels for the California Standards Tests in Mathematics, History-Social Science, and Science in fall 2001.
- Performance levels for incorporating the writing tests into the grade 4 and 7 English-language arts performance levels also will be adopted in fall 2001.
- Performance levels are scheduled to be used to report individual and group results for spring 2002 Standards Tests in Mathematics, History-Social Science, and Science.
- 2001 Performance Level Summary Reports, similar to the English-language arts reports distributed in spring 2001, will be developed for mathematics, history-social science, science in spring 2002.

### Range of English-Language Arts Scores\* Within Each Performance Level by Grade\*\*

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	0-25	26-38	39-54	55-65	66+
3	0-25	26-38	39-53	54-64	65+
4	0-26	27-38	39-58	59-72	73+
5	0-27	28-38	39-58	59-72	73+
6	0-29	30-41	42-60	61-73	74+
7	0-32	33-45	46-62	63-74	75+
8	0-32	33-44	45-61	62-73	74+
9	0-30	31-42	43-59	60-72	73+
10	0-29	30-43	44-62	63-74	75+
11	0-30	31-43	44-59	60-71	72+

\* Number of items correct.

\*\* The grades 2 and 3 tests include 75 items; tests in grades 4-11 include 90 items.

---

# English-Language Arts: Grades 2–5

---

The California English-Language Arts standards tests in grades 2 through 5 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling).

## Grades 2–3

Students in grades 2 and 3 are required to comprehend the meaning of words, understand informative writing and children’s literature appropriate for their grade levels, and show their knowledge of good writing skills.

## Grades 4–5

Students in grades 4 and 5 are required to determine the meaning of words, analyze and interpret informative writing and literature appropriate for their grade levels, and show their knowledge of good writing skills.

## Writing Test

In addition to answering multiple-choice questions, students in grade 4 were required to write an essay. Students were given 60 minutes for the writing test. During that time, students were required to read a short article and prepare a summary of information. The article was similar to what might be found in a children’s newsmagazine, nonfiction book, or encyclopedia. The piece read by students was appropriate for fourth grade.

Student responses to the writing tasks were scored using a four-point scoring guide. This scoring guide is aligned to state-adopted standards for writing strategies, applications, and conventions. See page 21 for the complete scoring guide for the grade 4 writing test.

---

## Sample Questions

### Grades 2–3

In sample question one, students are asked to recognize proper use of punctuation.

#### Grade 2 Written and Oral English Language Conventions—Standard 1.4

Use commas in the greeting and closure of a letter and with dates and times in a series.

1. Which is the correct way to end a letter?

- A Your friend  
*Miguel*
- B Your, friend.  
*Miguel*
- C “Your friend”  
*Miguel*
- D Your friend,  
*Miguel* \*

\* The asterisk indicates the correct answer for each sample question.

---

In sample question two, students are asked to analyze a word in order to understand its meaning.

**Grade 2 Reading—Standard 1.9**

Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

**2. Read this sentence:**

**Freddy's puppy is nameless.**

**Nameless means the puppy—**

- A** knows its name
- B** has many names
- C** hears its name
- D** has no name \*

In sample question three, students are asked to recognize correct capitalization.

**Grade 3 Written and Oral Language Conventions—Standard 1.7**

Capitalize names, holidays, historical periods, and special events correctly.

**3. What is the correct way to write this sentence?**

- F** We'll be in oregon on Thanksgiving Day.
- G** We'll be in Oregon on Thanksgiving Day. \*
- H** We'll be in oregon on thanksgiving day.
- I** We'll be in Oregon on thanksgiving day.

In sample question four, students are asked to read a poem about a boy and his uncle and to identify the speaker.

**Grade 3 Reading—Standard 3.6**

Identify the speaker or narrator in a selection.

**4. Who is the speaker in this passage?**

- A** A teacher
- B** An uncle
- C** A parent
- D** A child \*

\* The asterisk indicates the correct answer for each sample question.

## Grades 4–5

In sample question one, students are asked to read “The Pecan Tree” and to recognize the reason for a character’s actions.

### Grade 4 Reading—Standard 3.3

Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.

1. In “The Pecan Tree,” why did Pablo lower his bucket to the other side of the stone wall?
- A He was returning a bucket that he had once borrowed from Juanita.
  - B He wanted to give Juanita the last pecans they would ever have. \*
  - C Juanita had asked him to give her the pecans because it was her tree.
  - D He had grown tired of pecans and did not want any more of them.

In sample question two, students are asked to identify how two stories that they read are alike.

### Grade 4 Reading—Standard 3.4

Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

2. Both stories have to do with the sharing of
- A clothing
  - B shelter
  - C food \*
  - D water

In sample question three, students are asked to analyze a word to identify its origin.

### Grade 5 Reading—Standard 1.2

Use word origins to determine the meaning of unknown words.

3. Read the sentence.
- The swimmers splattered water onto the bank of the swimming hole.**
- Splattered is a word that consists of two words blended together. Which two words were blended to make the word splattered?**
- F slipped and shattered
  - G splashed and spattered \*
  - H slapped and clattered
  - I slopped and pattered

\* The asterisk indicates the correct answer for each sample question.

---

In sample question four, students are asked to read an essay by Marcus, a student, describing a hike and identify words that establish the setting.

**Grade 5 Reading—Standard 1.2b**

Create multiple-paragraph narrative compositions (that) describe the setting.

**4. Which words does Marcus use to describe the setting in Paragraph 1 of his essay?**

- A** father, I, and we
- B** took, gave, and think
- C** summer, Colorado, and lake \*
- D** sandwich, water, and meal

\* The asterisk indicates the correct answer for each sample question.

---

# California Writing Standards Test Scoring Guide: Grade 4

---

## **4** The writing

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose.
- maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

### **Summary Writing**

- is characterized by paraphrasing of the main idea(s) and *significant* details.
- 

## **3** The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

### **Summary writing—**

- is characterized by paraphrasing of the main idea(s) and *significant* details.
- 

## **2** The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose.
- maintains an *inconsistent* point of view, focus, and/or organizational structure.
- suggests a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.

### **Summary writing—**

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.
- 

## **1** The writing—

- addresses *only* one part of the writing task.
- demonstrates *no* understanding of purpose.
- *lacks* a clear point of view, focus, and/or organizational structure.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

### **Summary writing—**

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.
  - *fails* to provide support for judgments.
-

# Mathematics: Grades 2–5

California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 2 through 5 are specific to a student's grade level in school.

## Grades 2–3

By the end of grade 2, students understand place value and number relationships in addition and subtraction, and they use simple multiplication concepts. They measure quantities with appropriate units. They classify shapes and see geometric relationships among them. They collect and analyze data and verify the answers.

By the end of grade 3, students increase their understanding of place value. They also become more skilled with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

## Grades 4–5

By the end of grade 4, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

By the end of grade 5, students increase their skills in applying computational skills to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area. They know and use formulas to determine the volume of simple geometric figures. Students understand the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

## Sample Questions

### Grades 2–3

#### Grade 2 Mathematics—Standard 1.3 (Measurement and Geometry)

Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured: Measure the length of an object to the nearest inch and/or centimeter.

1. Use your inch ruler to measure the length of this worm.



- A 2 inches                      B 3 inches \*  
C 5 inches                      D 6 inches

\* The asterisk indicates the correct answer for each sample question.

### Grade 3 Mathematics—Standard 1.3 (Number Sense)

Students understand the place value of whole numbers: Identify the place value for each digit in numbers to 10,000.

2. A submarine went down 5,920 feet into the ocean. What number is in the thousands place of 5,920?

A 5 \*                      B 9  
C 2                        D 0

## Grades 4–5

### Grade 4 Mathematics—Standard 1.3 (Number Sense)

Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers: Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

1. What is 9,308,791 rounded to the nearest ten?

A 9,308,790 \*  
B 9,308,800  
C 9,310,000  
D 10,000,000

### Grade 5 Mathematics—Standard 1.2 (Number Sense)

Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers: Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

2. Which percentage is equivalent to the fraction  $\frac{3}{4}$ ?

A 25%  
B 34%  
C 67%  
D 75% \*

\* The asterisk indicates the correct answer for each sample question.



---

# English-Language Arts: Grades 6–8

---

The California English-Arts Standards Tests in grades 6, 7, and 8 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling). Students are asked to determine the meaning of words, analyze and interpret informative writing and literature, and exhibit their knowledge of good writing skills.

## Writing Test

In addition to answering multiple-choice questions, students in grade 7 were required to write an essay. Students were given 60 minutes for the writing test.

During that time, students were required to prepare a response to literature, after reading a short story. In their essay, they were to include their understanding of the characters and the story’s overall meaning. The story read by the students was appropriate for seventh grade.

Student responses to the writing task were scored using a four-point scoring guide. This scoring guide is aligned to state-adopted standards for writing strategies, applications, and conventions (See page 26 for the complete scoring guide for grade 7).

---

## Sample Questions

---

In sample question one, students are asked to read a poem and determine which literary device the poem as a whole illustrates.

### Grade 6 Literary Response and Analysis—Standard 3.7

Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

1. The entire poem is an example of

  - A simile
  - B metaphor \*
  - C personification
  - D hyperbole

\* The asterisk indicates the correct answer for each sample question.

In sample question two, students are asked to read a letter from a student to her principal and select the best way to rewrite one sentence.

**Grade 7 Written and Oral English Language Conventions—Standard 1.1**

Place modifiers properly and use the active voice.

2. Read the following sentence from Paragraph 3 of Jessica's letter.

**We have no choice but to eat what the cafeteria staff prepares right now.**

**How is this sentence best written?**

- F We have no choice but to eat what is prepared right now by the cafeteria staff.
- G Right now, we have no choice but to eat what is prepared by the cafeteria staff. \*
- H We have no choice but to eat right now what is prepared by the cafeteria staff.
- I As it is.

In sample question three, students are asked to read directions for recording on a video cassette recorder and identify how one feature on the videocassette recorder is used.

**Grade 8 Reading—Standard 2.5**

Understand and explain the use of a complex mechanical device by following technical directions.

3. The "select" button is used to

- F move from one programming option to the next \*
- G choose the channel
- H choose the show you want to record
- I tell the VCR to accept your choices

\* The asterisk indicates the correct answer for each sample question.

---

# California Writing Standards Test Scoring Guide: Grade 7

---

## **4** The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear understanding* of purpose and audience.
- maintains a *consistent* point of view, focus, and organizational structure, including the effective use of transitions.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

### **Response to literature—**

- develops interpretations that demonstrate a *thoughtful, comprehensive* grasp of the text.
  - organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
  - provides *specific* textual examples and details to support the interpretations.
- 

## **3** The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose and audience.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including the effective use of some transitions.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

### **Response to literature—**

- develops interpretations that demonstrate a *comprehensive* grasp of the text.
  - organizes *accurate and reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
  - provides textual examples and details to support the interpretations.
- 

## **2** The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose and audience.
- maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- suggests a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.

### **Response to literature—**

- develops interpretations that demonstrate a *limited* grasp of the text.
  - includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
  - provides *few, if any*, textual examples and details to support the interpretations.
- 

## **1** The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose and audience.
- *lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

### **Response to literature—**

- demonstrates *little* grasp of the text.
  - *lacks* an interpretation or may be a simple retelling of the passage.
  - *lacks* textual examples and details.
-

# Mathematics: Grades 6–8

California Mathematics Standards Tests for students in grades 6, 7, and 8 address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 6 and 7 are specific to a student's grade level in school. Beginning at grade 8, students take tests specific to mathematics disciplines such as algebra and geometry.

By the end of grade 6, students compute and solve problems with whole numbers, positive fractions and decimals, and positive and negative numbers. Students apply their knowledge to statistics and probability. They analyze data and sampling processes for possible bias and misleading conclusions, and routinely calculate the probabilities for compound events. Students work with ratios and proportions, compute percentages, and know the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

By the end of grade 7, students understand and use factoring of numerators and denominators and properties of exponents. Students know the Pythagorean theorem and how to compute the surface area and volume of basic 3-dimensional objects. Students make conversions between different units of measurement, and know and use different representations of fractional numbers. Students compute percents of increase and decrease, and simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

The intent of the standards is to ensure that all students in grade 8 are given an opportunity to master the standards for Algebra I. Fundamental concepts needed to understand algebra are introduced to students as early as kindergarten. If students are given the rigorous curriculum outlined in the standards, they will be well prepared.

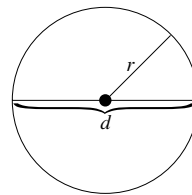
## Sample Questions

### Grade 6 Mathematics—Standard 1.1 (Measurement and Geometry)

Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems: Understanding the concept of a constant such as  $\pi$ ; know the formulas for the circumference and area of a circle.

1. Which formula can be used to find the area of the circle shown?

- A  $A = \pi r$
- B  $A = \pi d$
- C  $A = \pi r^2$  \*
- D  $A = \pi d^2$



### Grade 7 Mathematics—Standard 1.1 (Number Sense)

Students know the properties of, and compute with, rational numbers expressed in a variety of forms: Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

2. Which shows 0.000004792 written in scientific notation?

- I  $0.4792 \times 10^5$
- J  $4.792 \times 10^{-6}$  \*
- K  $4.792 \times 10^{-5}$
- L  $4.792 \times 10^6$

\* The asterisk indicates the correct answer for each sample question.

---

**Grade 8 Mathematics—Standard 7.0  
(Algebra I)**

Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

**3. Which equation defines the line that contains the point  $(4, -3)$  and has a slope of  $1/2$ ?**

**A**  $x - 2y = 10$  \*

**B**  $x + 2y = 10$

**C**  $2x - y = 11$

**D**  $2x + y = 5$

\* The asterisk indicates the correct answer for each sample question.

# English Language Arts: Grades 9–11

The California English-Language Arts Standards Tests at grades 9 through 11 address state-adopted content standards in reading, writing, and the conventions of English (e.g., grammar, usage, punctuation, sentence structure, diction, and

syntax). Students are asked to determine the meaning of words, analyze and interpret literary and informational writing, and demonstrate their knowledge of good writing skills for different types of writing.

## Sample Questions

For sample questions one and two, students are asked to read a short narrative, “Buzzard,” by Bailey White, and a poem, “The Peace of Wild Things,” by Wendell Berry. These sample questions are part of a series of multiple-choice questions that address these reading passages.

### Grades 9/10 Reading—Standard 3.9

Explain how voice, persona and the choice of a narrator effect characterization and the tone, plot, and credibility of a text.

1. What is the affect of the first person point of view used in “Buzzard”?

- A It creates sympathy for the narrator.
- B It makes the account more disturbing.
- C It makes the account of the event more personal.\*
- D It creates a bond between the eagle and the narrator.

### Grades 9/10 Reading—Standard 3.5

Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

2. Both selections explain that people can learn from nature. Which sentence from White’s narrative expresses this idea *most* explicitly?

- A “He turned his head and gave me a long look through the car windshield with his level yellow eyes.”
- B “Then he slowly wheeled up into the sky until he was just a black dot against the blue.”
- C “When I got started again, I drove slower and felt smaller.”
- D “I think it does us all good to get looked at like that now and then by a wild animal.”\*

\* The asterisk indicates the correct answer for each sample question.

---

**Grades 9/10 Reading—Standard 1.2**

Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

**3. In which sentence does the underlined word have the most *negative* connotation?**

- F** Sasha feels compassion for her friend.
- G** Sasha feels pity for her friend.\*
- H** Sasha feels sympathy for her friend.
- I** Sasha feels empathy for her friend.

For sample question four, students read a student essay and Works Cited page.

**Grades 9/10 Writing—Standard 1.7**

Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, the Chicago Manual of Style).

**4. Based on information in the Works Cited section, which author wrote an article for a medical magazine?**

- A** Peter Evans
- B** Donald Haversham
- C** Jonathan Selkirk\*
- D** Gina Lombardo

\* The asterisk indicates the correct answer for each sample question.

# Mathematics: Grades 9–11

The California Mathematics Standards Tests for students in grades 9 through 11 are for the mathematics course in which a student is enrolled. They are not given by grade level like the tests for grades 2 through 7.

The standards tested in grades 9 through 11 are organized differently from those for kindergarten through grade 7. Mathematics studied in grades 9 through 11 arrange naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses;

others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades 9 through 11 specify the course content of subjects that must be covered. Students are expected to achieve the standards however these subjects are sequenced.

There are seven test options for students, depending on the course in which they are enrolled or have completed. The California Mathematics Standards Tests are:

## Disciplines

- Algebra I
- Algebra II
- Geometry

## Integrated Math

- Integrated Math 1
- Integrated Math 2
- Integrated Math 3

## Grade 11

- Grade 11 Test\*

\* Only given to students in the grade 11 who have completed algebra II or Integrated Math 3 the previous semester. The test includes standards from algebra I, geometry, algebra II, and probability and statistics.

# Sample Questions

## Algebra I Mathematics—Standard 5.0

Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

The table below shows the steps followed in solving an equation.

Step	Statement	Reason
1	$3(x - 5) = 12$	Given
2	$3x - 15 = 12$	?
3	$3x = 27$	Addition Property of Equality
4	$x = 9$	Multiplication Property of Equality

- Which property could be used to justify statement #2?
  - Distributive Property\*
  - Associative Property
  - Addition Property of Equality
  - Multiplication Property of Equality

\* The asterisk indicates the correct answer for each sample question.

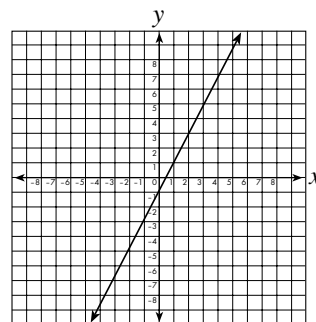


### Algebra I Mathematics—Standard 6.0

Students graph a linear equation and compute the  $x$ - and  $y$ - intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).

2. Which equation best represents the graph below?

- A  $x - 2y = 1$
- B  $2x - y = 1^*$
- C  $x + 2y = 1$
- D  $2x + y = 1$



### Algebra II Mathematics—Standard 8.0

Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

3. Jordan has been given the job of building a tile sidewalk with uniform width around a 12 feet by 18 feet rectangular pool at the city zoo. If she uses 136 square feet of tile, how wide will the sidewalk be?

- |           |         |
|-----------|---------|
| A 1/2 ft. | B 1 ft. |
| C 2 ft.*  | D 3 ft. |

### Probability and Statistics—Standard 2.0

Students know the definition of *conditional probability* and use it to solve for probabilities in finite sample spaces.

4. A box contains 2 red marbles and 2 blue marbles. If a blue marble is drawn out and NOT replaced, what is the probability that the next marble drawn will be red?

- A  $1/3$
- B  $1/2$
- C  $2/3^*$
- D 1

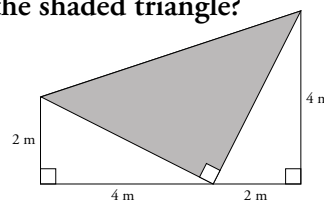
### Geometry—Standard 10

Students compute areas of polygons including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

5. A trapezoid section of a park is divided into 3 right triangles with measurements as shown in the drawing.

What is the area of the shaded triangle?

- A  $8.94 \text{ m}^2$
- B  $9 \text{ m}^2$
- C  $10 \text{ m}^2^*$
- D  $20 \text{ m}^2$



\* The asterisk indicates the correct answer for each sample question.

# History-Social Science: Grades 9–11

The California History-Social Science Standards Tests are given in grades 9, 10, and 11. The grade 9 test is a summary test that covers the state content standards from grades 4 through 8. The grade 10 and 11 tests address state content and skill standards for each of those grades.

One-fourth of the content on the grade 10 and 11 tests includes historical and social science analysis skills that are based on grade 9 and 10 standards. Topics covered on the test include:

## Grade 9

- California: A Changing State (grade 4)
- United States History and Geography: Making a New Nation (grade 5)
- World History and Geography: Ancient Civilizations (grade 6)
- World History and Geography: Medieval and Early Modern Times (grade 7)
- World History and Geography: Growth and Conflict (grade 8)

## Grade 10

- World History
- Culture and Geography: The Modern World

## Grade 11

- United States History and Geography: Continuity and Change in the Twentieth Century

## Sample Questions

### Grade 9—Standard 4.4

Students explain how California became an agricultural industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Which of these was a major cause of immigration to California between 1850–1900?
- A Settlement House movement
  - B Demand for labor\*
  - C Collapse of the mission system
  - D Homestead Act of 1862

### Grade 10—Standard 10.2

Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

- (21) Earls and barons shall be fined only by their peers, and in proportion to the gravity of their offence.
- (39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his peers or by the law of the land.

2. The legal principles listed in the passage come from which of these documents?
- A Magna Carta\*
  - B Bill of Rights
  - C Edict of Nantes
  - D Declaration of the Rights of Man and the Citizen

\* The asterisk indicates the correct answer for each sample question.

---

**Grade 11—Standard 11.4**

Students trace the rise of the United States to its role as a world power in the twentieth century.

**3. During the early 1920s, the United States attempted to reduce the threat of future wars by inviting other world powers to Washington conferences aimed at—**

- F** stopping the naval arms race\*
- G** strengthening the League of Nations
- H** setting World War I war debts
- J** liberalizing international trade

**Grade 11—Standard 11.2**

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

**4. Which statement about the reforms proposed by the Populists in the late 19th Century is *most* accurate?**

- A** Their reforms were identical to those of the Socialist Party.
- B** Many of their reforms were eventually enacted into law by Progressive politicians.\*
- C** Their program appealed primarily to urban residents.
- D** Their reforms resulted in the passage of civil rights legislation.

\* The asterisk indicates the correct answer for each sample question.

# Science: Grades 9–11

The intent of the California Science Standards Tests is to provide the opportunity for students to demonstrate their mastery of science facts, concepts, principles, and theories as outlined in the California Science Content Standards. Science tests in the disciplines of Biology, Chemistry, Physics, and Earth Science assess specific standards relevant to

the discipline as well as Investigation and Experimentation standards. The Coordinated/Integrated science tests assess each of the three discipline standards as well as Investigation and Experimentation standards. The California Science Standards Tests are:

## Traditional Disciplines of Science

- Biology
- Earth Science
- Chemistry
- Physics

## Integrated/Coordinated Sciences

- Earth/Chemistry/Physics (ECP)
- Earth/Biology/Physics (EBP)
- Earth/Biology/Chemistry (EBC)
- Biology/Chemistry/Physics (BCP)

## Sample Questions

### Biology—Standard 1A

The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept, students know: cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

1. In some seaweeds, iodine can be found in concentrations a thousand times higher than that of seawater. This concentration is *most likely* maintained by the action of the—

- F Golgi apparatus
- G nucleus
- H cell membrane\*
- J lysomes

### Physics—Standard 1b

Newton's Laws predict the motion of most objects. As a basis for understanding this concept students know: when forces are balanced no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's First Law).

2. A model airplane has an engine that provides a constant force of 110 newtons. The airplane weighs 10 newtons. If the airplane is flying through the air in a straight, horizontal line at a constant speed, the air resistance acting on the airplane is—

- A 10 N
- B 100 N\*
- C 110 N
- D 200 N

\* The asterisk indicates the correct answer for each sample question.

Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.

3. Which of the following has the *greatest* influence on the increase of carbon dioxide in the Earth's atmosphere?
- A Fossil fuel combustion\*
- B Reforestation projects
- C Ozone layer depletion
- D Chlorofluorocarbon production

The Periodic Table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept students know: how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.

[illegible]

4. Which of these elements is a semimetal (metalloid)?
- F Phosphorus (P)
  - G Arsenic (As)\*
  - H Tin (Sn)
  - J Plutonium (Pu)

---

2001 by the California Department of Education

---

# Section III

---

## **Sample Brochure — Reporting 2001 STAR Results to Parents/Guardians**

### **Kindergarten–Grade 5**

**Sample School/Home Newsletter Insert**

**Sample Principal's Letter before Reports Are Distributed**

**Sample Principal's Letter and Explanation for STAR Parent Report (Stanford 9 with California Standards Tests)**

**Sample Front Page of STAR Parent Report—Grade 4**

**Sample Back Page of STAR Parent Report—Grade 4**

### **Grades 6–8**

**Sample School/Home Newsletter Insert**

**Sample Principal's Letter before Reports Are Distributed**

**Sample Principal's Letter and Explanation for STAR Parent Report (Stanford 9 with California Standards Tests)**

**Sample Front Page of STAR Parent Report—Grade 8**

**Sample Back Page of STAR Parent Report—Grade 8**

### **Grades 9–11**

**Sample School/Home Newsletter Insert**

**Sample Principal's Letter before Reports Are Distributed**

**Sample Principal's Letter and Explanation for STAR Parent Report (Stanford 9 with California Standards Tests)**

**Sample Front Page of STAR Parent Report—Grade 10**

**Sample Back Page of STAR Parent Report—Grade 10**

# 2001 *STAR* Results to Parents/Guardians

**9** In spring 2001, more than 4 million public school students throughout the state participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 8 took the STAR test in reading, writing, spelling, and mathematics. Students in grades 9, 10, and 11 were tested in reading, writing, mathematics, history-social science, and science.

The STAR Program, now in its fourth year, has two components that only are given in English: (1) the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and (2) the California Standards Tests. The purpose of the Stanford 9 is to provide results that can be compared to other states and the nation. The purpose of the Standards Tests is to better align

- the STAR Program with state content standards that specify what students should know and be able to do at every grade.

- In addition to the STAR tests in English, limited-English-proficient Spanish-speaking students who first enrolled in California public schools less than 12 months prior to testing were given the Spanish Assessment of Basic Education (SABE/2).

- Reports of each student's results on all STAR tests are to be mailed home within 20 days after they arrive in the district. Reports of results for the Stanford 9 and the Standards Tests are separate from the report of results for the SABE/2.

## *Parent Assistance*

As parents/guardians begin to review their student's STAR 2001 results, many questions may come to mind. Parents/guardians can get questions answered in a number of ways. They can contact their children's teacher or school office. A variety of school activities to inform parents/guardians about individual student and school results for STAR 2001 may be planned. Information also may be available through the STAR test coordinator at the school district office.

The California Department of Education also has prepared a special assistance packet for Reporting 2001 STAR Results to Parents/Guardians that addresses all parts of the STAR Program in more detail. This parent assistance packet has been posted at <http://www.cde.ca.gov/statetests/star/star.html> on the Internet. Copies of the Assistance Packet were distributed to school districts and county offices of education. A Spanish translation of the sample materials for parents also is posted on the Internet.



# Questions & Answers for Parents

## **What is the STAR testing program?**

One part of the state testing system is called the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning basic academic skills.

## **Who must take the STAR tests?**

All students in grades 2 through 11 must take the designated STAR tests. Students learning English and students in special education programs are included. Only students whose Individual Education Plans (IEP) specifically exempt them from STAR testing and students with written parent requests to exempt them do not take the STAR tests.

## **What tests did the students take in spring 2001?**

The STAR Program has three components:

- the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
- California Standards Tests, produced for California public schools
- the Spanish Assessment of Basic Education, 2nd Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

## **What are California Standards Tests?**

California Standards Tests were developed specifically for California public schools. These tests are aligned to state-adopted content standards in reading, writing, mathematics, history-social science, and science.

## **What subjects were tested in English?**

Students in grades 2 through 8 were tested with the Stanford 9 in reading, written expression (language), spelling, and mathematics. Students in grades 9 through 11 were tested in reading, written expression (language), mathematics, history-social science, and science. The California Standards Tests covered reading, writing, and mathematics in grades 2 through 11; and history-social science and science in grades 9 through 11. In addition to the tests given to all students in grades 2 through 8, students in grades 4 and 7 were required to write an essay.

## **What about limited-English-proficient students?**

In addition to taking the Stanford 9 and the California Standards Tests in English, limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months were required to take the SABE/2. This part of the test was optional if the students had been enrolled in California public schools more than 12 months.

## **Who gave the STAR tests, and how long did they take?**

Teachers who received special training gave the STAR tests at the local school. It took 7–8 hours to complete the Stanford 9 and the California Standards Tests, depending on the grade level. The SABE/2 added about 4 hours for limited-English-proficient students. STAR testing was spread over several days.

## **How were the questions on the tests asked?**

All of the test questions were in a multiple-choice format, except for the new student essays in grades 4 and 7. The multiple-choice questions required students to select the correct answer from four or five possible answers. The student essay required students to respond to a writing task.

## **What was done to help students with special needs?**

Most students with special needs took the test with all other students under standard conditions. Certain accommodations and adaptations such as additional time, Braille, or large-print tests were provided for special education students who needed assistance. Accommodations also included revised test directions or format or the use of aides and/or aids to provide additional help.

The accommodations must be based on explicit statements in each student's IEP. Those accommodations must match the ones students receive for classwork throughout the year.

## **What was done to help English Learners?**

English Learners who had been enrolled in California public schools less than 12 months could use bilingual dictionaries, have extra time, and have teachers translate the test directions. Local school boards must have a policy to allow this assistance.





### **How and when do parents/guardians get their student's test results?**

Each student's test results must be reported to parents/guardians within 20 working days after the school district receives them. In most cases these reports are mailed. Group results by grade level for each school, district, county, and the state are to be posted on the Internet no later than August 15, 2001. Results for the Stanford 9 and the California Standards Tests and results for the SABE/2 are on separate reports.

### **How are individual test results for STAR 2001 reported for students?**

The Stanford 9 and SABE/2 results are reported as national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade who were tested at the same time of the school year.

Scores for the 2001 California Standards Tests in English-Language Arts, Mathematics, History-Social Science, and Science include the number and percent of questions the student answered correctly. In addition, scores for the English-Language Arts Standards Tests given in spring 2001 are reported according to the performance levels achieved (i.e., advanced, proficient, basic, below basic, and far below basic). The levels indicated how well students met state standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels.

The writing tests in grades 4 and 7 are scored separately and are not included in the performance levels. Scores for the writing tests are reported separately.

It is expected that scores for Standards Tests in Mathematics, History-Social Science, and Science will be reported with performance levels in 2002.

### **Is the California Reading List Number Reported?**

For the second year, a California Reading List Number on the STAR Parent Report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score and ranges from 1-13+.

### **Where can parents/guardians find the California Reading List?**

Parents/guardians can find the approved reading list at <http://harcourt.fsc.follett.com/california/wx/s.exe> on the Internet. Internet access is available at most California public libraries. Reading list information may also be obtained from local school districts or county offices of education.



### **How are the STAR test results used?**

Teachers, parents/guardians, and students use individual STAR results to help monitor each student's academic progress. Individual student results are merged to prepare grade-level reports by subject area for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

Stanford 9 test results for 2001 will be used to calculate the 2001 Academic Performance Index (API) for schools throughout California. Performance level results for English-language arts will be used in calculating the 2001 base API. The API, part of the state's accountability program, is used to rank the academic performance of schools, set growth targets, and monitor progress.

### **How can parents/guardians help the school improve student achievement?**

Schools invite parents/guardians and other community members to become actively involved in improving student learning. Every school has various committees of parents/guardians who assist in school decision making, including the Parent Teacher Association and school site councils. In addition, individual teachers are frequently in search of volunteers to help with classroom instruction. Research studies show that parent/guardian and community involvement in the school can improve academic achievement.

### **How can parents/guardians learn more about the STAR test results?**

The school provides a brief explanation about the results with the STAR Parent Reports. No school, district, county, or state results are reported on the individual student reports. These results are available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Individual student scores will not be on the Internet.

# Helping Your Children Achieve



## Suggestions for Parents

As you talk with your children's teachers about results of the Standardized Testing and Reporting (STAR) Program, one question you may have is, "How can I help them do better?"

Parents or guardians play an important role in their children's education. Positive attitudes at home about

completing school assignments, learning new skills, and "doing your best" can make a difference. Research about learning shows that a great deal can be done at home to increase a student's academic performance.

There are many things you can do to support your student's education. Some activities for helping your students in reading, writing, spelling, mathematics, and other academic areas follow.



## In Reading and Writing

- Talk with your children about their studies, homework, and what they did at school. Listen to your children read and read stories aloud to them.
- Have a family time when you read the newspaper, a magazine, or a book, and your children read their own books. Talk about what you and your children are reading and words they do not understand.
- Encourage your children to write such things as shopping lists, thank-you notes, requests, short stories, recipes, and journals.
- Set a limit on the amount of time your children watch television. Watch and discuss television programs with them whenever possible.
- Take your children to the library regularly and help them select their books.

## In Mathematics

- Attend parent education classes about mathematics to prepare for questions that your children might ask at home.

- Check with your children every day to make sure homework assignments are completed.
- Ask questions about mathematics and solve problems as you play games, watch television, or prepare a favorite recipe.
- Show children how you use mathematics in what you do every day (e.g., cooking, crafts, automobile repair, speedometer reading, shopping).
- Help your children read charts or graphs in newspapers, magazines, or television, and talk about what they mean.

## In Other Academic Areas

Other academic areas such as science and history-social science challenge students to combine reading and mathematics skills with their knowledge of the subject. Parents should share their interests in these academic areas because children become interested in what is discussed at home. Family trips might include visits to museums and historic sites. Television viewing might include one night a week when the family chooses to learn about a topic of the student's choice. Newspapers, magazine articles, or television programs about a new scientific discovery or an important historical event should be shared and discussed.

## You Can Help Your Children Do Better on Tests

- Attend parent information meetings. Ask questions about the major tests given to students and other ways academic achievement is measured.
- Know when the major tests such as the STAR test will be given and what grade levels and subject areas will be covered.
- Discuss coming tests with your children and try to reduce pre-test anxieties.
- Make sure your children get a good night's rest and breakfast before a big test.
- Attend parent-teacher conferences to find out how well your children are achieving and what they need to do to improve.

---

# Kindergarten–Grade 5

## Sample School/Home Newsletter Insert

---

This spring, students at \_\_\_\_\_ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 2 through 5 match state-adopted content standards for reading, writing, and mathematics. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In addition to the tests given to all students in spring 2001, fourth graders prepared an essay in response to a writing task. The new writing test was graded separately and appears as a separate score on this year's STAR Parent Report.

STAR Parent Reports with each student's test results are mailed home within 20 days after they arrive in the district. Reports of results for the Stanford 9 and the California Standards Tests are separate from the report of results for the SABE/2. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to each student's reading comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at back-to-school night.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities prior to the end of school to help parents/guardians understand the reports. A parent/guardian information night is scheduled for \_\_\_\_\_ at \_\_\_\_\_ p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at \_\_\_\_\_.

---

# Kindergarten–Grade 5

## Sample Principal’s Letter before Reports Are Distributed

---

Dear Parents or Guardians:

Your student, along with public school students throughout California, participated in the state’s Standardized Testing and Reporting (STAR) Program this spring. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 2 through 5 match state-adopted content standards for reading, writing, and mathematics. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In addition to the tests given to all students in spring 2001, fourth graders prepared an essay in response to a writing task. The new writing test was graded separately and appears as a separate score on this year’s STAR Parent Report.

A report of your student’s results on the STAR tests will be sent to your home within 20 days after they arrive in the district. If your student took the SABE/2, results for that test will be on a separate report. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to your student’s reading comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student’s grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at back-to-school night.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at \_\_\_\_\_ school is scheduled for \_\_\_\_\_ at \_\_\_\_\_ p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student’s report. If you have further questions after reading the report, you can call the school’s (district’s) test information hotline at \_\_\_\_\_. Additional information about student scores will be made available when school starts in the fall.

---

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at \_\_\_\_\_ school invites you to attend any of the scheduled activities to help you better understand the STAR 2001 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

---

# Kindergarten–Grade 5

## Sample Principal’s Letter and Explanation for STAR Parent Report (Stanford 9 and California Standards Tests)

---

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests in a non-standard manner.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student’s test results for California’s Standardized Testing and Reporting (STAR) Program, given in spring 2001. This is the fourth year for the STAR Program. This important program includes two testing components that are given in English: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and the California Standards Tests. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics. For the first time, students in grade 4 also wrote an essay.

The STAR 2001 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on \_\_\_\_\_ at \_\_\_\_\_, beginning at \_\_\_\_\_ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school’s (district’s) test information hotline at \_\_\_\_\_.

The entire staff at \_\_\_\_\_ school welcomes your questions and comments about your student’s education. We look forward to sharing a more complete picture of your student’s academic achievement when school opens in the fall.

Sincerely,  
Principal

**Note:** In addition to the STAR Parent Report, districts will receive a separate page that provides scoring information on the writing tests in grades 4 and 7. This should be sent with the report to parents of students in these grades.

---

## About Your STAR Parent Report—Grade 4

### Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the STAR Parent Report.

### Subtest and Totals for the Stanford 9, Form T

Student scores are listed for each subject area and category tested with the Stanford 9, Form T. The total reading test, for example, is divided into vocabulary and reading comprehension subtest scores. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the following information:

**No. of Items:** the number of items on each test.

**Number Correct:** the number of questions the student answered correctly.

**National Percentile:** This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

### National Grade Percentile Ranks

This graphic display shows where the student's score on the Stanford 9, Form T, ranked in comparison to student scores at the same grade in a national sample. Again, the average score is 50 and an average grade-level range is 40 to 60.

### Content Clusters

Each subtest on the Stanford 9, Form T, is broken into content clusters, showing in more detail the content covered within each subject tested. The columns for these scores show the number of items (questions) asked and the number the student answered correctly.

---

## California Standards — English-Language Arts

This section reports results of the California English-Language Arts Standards Test. There are separate scores for reading and writing, as well as a total language arts score that combines these two areas. The scores include the number of items on the test, the number and percent of questions answered correctly, and the performance level achieved (i.e., advanced, proficient, basic, below basic, and far below basic). The grade 4 report also includes a score for the written essay that students completed. Students could receive a score of 1 to 4, with 4 being the highest.

## California Standards — Mathematics

This section reports results of the California Mathematics Standards Test. The Foundation Skills score is for selected questions from the Stanford 9, Form T. The Standard Score is for additional questions, not from the Stanford 9 test, that address state-adopted content standards. The total combines the two scores.

**Note:** This year's California Standards Test scores may be lower than results of the Stanford 9. Many schools are still in the process of implementing the state content standards in their classroom instruction. As the standards are fully implemented, student scores for the Standards Tests should increase.

## California Reading List

The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet.



# Sample Front Page of Parent Report – Grade 4

ACHIEVEMENT TEST SERIES, NINTH EDITION  
(SIMULATED DATA)

TEACHER: PERDUE - 1123100000  
SCHOOL: LAKESIDE ELEMENTARY - 1000311111  
DISTRICT: NEWTON DISTRICT - 1234567890  
TEST TYPE: MULTIPLE CHOICE

GRADE: 04  
TEST DATE: 04/01

## STAR PARENT REPORT FOR MICHELLE A JOHNSON

Age: 9 Yrs 05 Mos  
Student No.: 0000000001

SUBTESTS AND TOTALS	Number of Items	Number Correct	National %ile	NATIONAL GRADE PERCENTILE RANKS					
				Below Average	Average	Above Average			
				1 10 30 50 70 90 99					
Total Reading	84	65	64						64
Vocabulary	30	23	49						43
Reading Comp.	54	42	68						68
Total Mathematics	78	68	90						90
Problem Solving	48	42	91						91
Procedures	30	26	82						82
Language	48	40	82						82
Lang Mechanics	24	20	81						81
Lang Expression	24	20	79						79
Spelling	30	14	22						22

CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct
<b>Reading Vocabulary</b>			<b>Language</b>					
Synonyms	16	11	Capitalization	8	7			
Context	7	6	Punctuation	8	6			
Multiple Meanings	7	6	Usage	8	7			
<b>Reading Comprehension</b>			Sentence Structure	12	10			
Recreational	18	15	Content and Organization	12	10			
Textual	18	14	<b>Spelling</b>					
Functional	18	13	Homophones	5	2			
Initial Understanding	12	10	Phonetic Principles	10	4			
Interpretation	24	19	Structural Principles	10	4			
Critical Analysis	9	8	No Mistake	5	4			
Process Strategies	9	5						
<b>Mathematics: Problem Solving</b>								
Concepts/Whole No. Comput.	4	4						
Number Sense/Numeration	6	5						
Geometry and Spatial Sense	6	6						
Measurement	10	8						
Statistics and Probability	6	5						
Fractions & Decimal Concepts	6	5						
Patterns & Relationships	3	3						
Estimation	3	2						
Problem-Solving Strategies	4	4						

CALIFORNIA STANDARDS	No. of Items	#/% Correct	Standard Level	CALIFORNIA STANDARDS	No. of Items	#/% Correct	
<b>English/Language Arts</b>				<b>Mathematics</b>			
Reading	XXX	XXX/XXX		Foundation Skills	XXX	XXX/XXX	
Writing	XXX	XXX/XXX		(skills leading to mastery)			
Total	XXX	XXX/XXX	Proficient	Standard Score	XXX	XXX/XXX	
				(grade-level content)			
<b>Writing Test Score = X</b>				Total	XXX	XXX/XXX	

CALIFORNIA READING LIST NUMBER XX

STANFORD LEVEL/FORM: Intermediate I/S  
1995 NORMS: Spring National

PARENT  
1234 MAIN STREET  
ANYTOWN, CA 99999-0000

Scores based on normative data copyright © 1996 by Harcourt Brace & Company. All rights reserved.

Process No. 18904271-0000000-8909-03010-1

## Sample Back Page of Parent Report – Grade 4

This STAR Parent Report includes your child's results from two major tests.

- The Stanford Achievement Test, 9th Edition (Stanford-9), which is based on the typical curriculum used in schools across the nation.
- The California Standards Tests are based on California's English-language arts, mathematics, science, and history-social science content standards. California's standards are more rigorous than the typical national curriculum.

This report displays the test results in three ways.

**Stanford-9 (OVERALL).** The top part of the report shows the number of test questions, the number of questions your child answered correctly, and the national percentile (%ile) rank. The national %ile rank compares your child's score to the scores of students across the nation. For example, a student who achieves a national %ile rank of 50 scored as well as or better than half of the students in a national sample of students tested in the same grade at the same time of the school year. The higher this number, the better your child's achievement.

**Stanford-9 (CLUSTER SCORES).** The middle part of the report displays your child's Stanford-9 performance in key content clusters. It shows the number of questions for each skill area and the number of questions your child answered correctly. Parents (guardians) and educators may use this information to help identify areas where students need additional instruction or practice.

**CALIFORNIA STANDARDS SCORES.** The bottom part of the report shows your child's performance on questions that reflect California's content standards. It shows the number and percent of questions your child answered correctly (#/% correct). It also shows the performance standard (or level) your child achieved in English-language arts (reading and writing). There are five performance standards (levels) in relation to California's English-language arts content standards.

**Advanced  
Proficient  
Basic  
Below Basic  
Far Below Basic**

Our state's goal is to have every student eventually reach the Proficient or Advanced performance standard (level). If your child's score is **Basic** or below, contact the school and ask about summer school or year-round inter-session, Saturday school, after-school tutoring, and other opportunities your child may have for additional instruction and practice in reading and writing.

*What are California's content standards?* California's content standards are the basis of our state's curriculum frameworks that schools and teachers use to develop courses. The standards are also the basis for selecting instructional materials (textbooks). Standards-based instruction is now being provided in most schools throughout the state. There are separate content standards for each of the four core curriculum areas: English-language arts, mathematics, history-social science, and science. You can view the standards at the State Board of Education's website (<http://www.cde.ca.gov/board/>). You can purchase copies of the standards by calling the California Department of Education Press Sales Unit at 1-800-995-4099.

*How accurate are these test results?* These test results are reasonably accurate, but test results alone should not be used to evaluate your child's overall academic achievement. They should be combined with other information (such as classroom work and assessments, individual projects, and homework assignments) to get a complete picture of your child's achievement. The California Standards Tests are more rigorous than the Stanford-9, and your child's scores are likely to be lower.

*Why two different tests?* The two tests do different things. The Stanford-9 compares your child's score to the scores of a national sample of students. The California Standards Tests show your child's performance in relation to California's content standards. Both sets of results are important and will go into California's Academic Performance Index (API). The API is used to rank the state's schools (both overall and among similar schools) and to measure academic growth from year-to-year. For more information, visit the API website (<http://api.cde.ca.gov/>).

**CALIFORNIA READING LIST.** A number is printed near the bottom left of the report. You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford-9 Reading Comprehension score. The reading list can be found at the STAR website (<http://star.cde.ca.gov/>). Click on California Reading List and follow the directions. If you do not have access to the Internet at home, please check with your child's school or the nearest public library for assistance.

*What if there is no score reported or there is an NS following a score?* You may see one of the following on the report:

DNA	DNA usually means that a student <u>Did Not Attempt</u> some (or all) of a test.
Test Not Taken	For the California Standards Test at grades 8, 9, 10, or 11, a student may have received a No Math or Science Test Taken, if the student did not take a standards-based mathematics or science course and, therefore, did not take a standards-based test.
NA <sup>1</sup>	NA <sup>1</sup> is printed instead of a national %ile score for the Stanford-9 if the student's raw score is zero.
NS	NS is printed to indicate that your child was tested with non-standard accommodations or with a test that was two or more grade levels different from the grade in which he/she is enrolled. If you do not understand why your child was tested with non-standard accommodations, please contact the school.

---

## Grades 6–8

# Sample School/Home Newsletter Insert

---

This spring, students at \_\_\_\_\_ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 6 through 8 match state-adopted content standards for reading, writing, and mathematics. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In addition to the tests given to all students in spring 2001, seventh graders prepared an essay in response to a writing task. The new writing test was graded separately and appears as a separate score on this year's STAR Parent Report.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That was also true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were not tied to a specific grade level but to the math course in which a student was enrolled. For example, an eighth grader in algebra I took the algebra I Standards Test. Eighth graders not in one of the math courses for which there was a Standards Test were not given a California Standards Mathematics Test.

STAR Parent Reports with each student's test results are mailed home within 20 days after they arrive in the district. Reports of results for the Stanford 9 and the California Standards Tests are separate from the report of results for the SABE/2. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to each student's reading comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at back-to-school night.

---

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities prior to the end of school to help parents/guardians understand the reports. A parent/guardian information night is scheduled for \_\_\_\_\_ at \_\_\_\_\_p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at \_\_\_\_\_.

---

## Grades 6–8

# Sample Principal's Letter before Reports Are Distributed

---

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 6 through 8 match state-adopted content standards for reading, writing, and mathematics. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In addition to the tests given to all students in spring 2001, seventh graders prepared an essay in response to a writing task. The new writing test was graded separately and appears as a separate score on this year's STAR Parent Report.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That was also true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were not tied to a specific grade level but to the math course in which a student was enrolled. For example, an eighth grader in algebra I took the algebra I Standards Test. Eighth graders not in one of the math courses for which there was a Standards Test were not given a California Standards Mathematics Test.

A report of your student's results on the STAR tests will be sent to your home within 20 days after they arrive in the district. If your student took the SABE/2, results for that test will be on a separate report. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to your student's reading comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at back-to-school night.

---

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at \_\_\_\_\_ school is scheduled for \_\_\_\_\_ at \_\_\_\_\_ p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at \_\_\_\_\_. Additional information about student scores will be made available when school starts in the fall.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at \_\_\_\_\_ school invites you to attend any of the scheduled activities to help you better understand the STAR 2001 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

---

## Grades 6–8

# Sample Principal's Letter and Explanation for STAR Parent Report (Stanford 9 and California Standards Tests)

---

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests in a non-standard manner.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2001. This is the fourth year for the STAR Program. This important program includes two testing components that are given in English: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and the California Standards Tests. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. For the first time, students in grade 7 also wrote an essay.

The STAR 2001 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on \_\_\_\_\_ at \_\_\_\_\_, beginning at \_\_\_\_\_ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at \_\_\_\_\_.

The entire staff at \_\_\_\_\_ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,  
Principal

**Note:** In addition to the STAR Parent Report, districts will receive a separate page that provides scoring information on the writing tests in grades 4 and 7. This should be sent with the report to parents of students in these grades.

---

## About Your STAR Parent Report—Grade 8

### Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the STAR Parent Report.

### Subtest and Totals for the Stanford 9, Form T

Student scores are listed for each subject area and category tested with the Stanford 9, Form T. The total reading test, for example, is divided into vocabulary and reading comprehension subtest scores. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the following information:

**No. of Items:** the number of items on each test.

**Number Correct:** the number of questions the student answered correctly.

**National Percentile:** This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

### National Grade Percentile Ranks

This graphic display shows where the student's score on the Stanford 9, Form T, ranked in comparison to student scores at the same grade in a national sample. Again, the average score is 50 and an average grade-level range is 40 to 60.

### Content Clusters

Each subtest on the Stanford 9, Form T, is broken into content clusters, showing in more detail the content covered within each subject tested. The columns for these scores show the number of items (questions) asked and the number the student answered correctly.



---

## **California Standards — English-Language Arts**

This section reports results of the California English-Language Arts Standards Tests. There are separate scores for reading and writing, as well as a total language arts score that combines these two areas. The scores include the number of items on the test, the number and percent of questions answered correctly, and the performance level achieved (i.e., advanced, proficient, basic, below basic, and far below basic).

## **California Standard — Mathematics**

This section reports results of the California Mathematics Standards Test. The score includes the number of items on the test and the number and percent of questions answered correctly. Performance level scores are not included this year. It is anticipated that they will be included in the 2002 STAR Parent Report.

The California Mathematics Standards Tests in grade 8 are specific to the mathematics courses in which students are enrolled.

**Note:** This year's California Standards Test scores may be lower than results of the Stanford 9. Many schools are still in the process of implementing the state content standards in their classroom instruction. As the standards are fully implemented, student scores for the Standards Tests should increase.

## **California Reading List**

The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet.

# Sample Front Page of Parent Report – Grade 8

ACHIEVEMENT TEST SERIES, NINTH EDITION  
(SIMULATED DATA)

TEACHER: CARTER - 580111111  
SCHOOL: LAKESIDE MIDDLE SCHOOL - 2222222478  
DISTRICT: NEWTON DISTRICT - 1234567890  
TEST TYPE: MULTIPLE CHOICE

GRADE: 8  
TEST DATE: 04/01

## STAR PARENT REPORT FOR JOHN SMITH

Age: 13 Yrs 09 Mos  
Student No.: 0000065222

SUBTESTS AND TOTALS	Number of Items	Number Correct	National %ile	NATIONAL GRADE PERCENTILE RANKS					
				Below Average 1	10	30	Average 50	70	Above Average 90 99
Total Reading	84	30	9						
Vocabulary	30	15	25						
Reading Comp.	54	15	5						
Total Mathematics	82	30	29						
Problem Solving	52	15	17						
Procedures	30	15	51						
Language	48	15	8						
Lang Mechanics	24	9	14						
Lang Expression	24	6	6						
Spelling	30	15	25						

CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct
<b>Reading Vocabulary</b>			<b>Mathematics: Problem Solving (cont.)</b>					
Synonyms	16	9	Geometry	9	0			
Context	7	3	<b>Mathematics: Procedures</b>					
Multiple Meanings	7	3	Comput./Symbolic Notation	8	8			
<b>Reading Comprehension</b>			Computation to Context	12	3			
Recreational	18	6	Rounding	4	4			
Textual	18	6	<b>Language</b>					
Functional	18	3	Capitalization	8	4			
Initial Understanding	10	1	Punctuation	8	3			
Interpretation	24	7	Usage	8	2			
Critical Analysis	10	4	Sentence Structure	12	3			
Process Strategies	10	3	Content and Organization	12	3			
<b>Mathematics: Problem Solving</b>			<b>Spelling</b>					
Measurement	5	0	Homophones	5	5			
Estimation	6	0	Phonetic Principles	10	7			
Problem-Solving Strategies	5	0	Structural Principles	10	0			
Number and No. Relationships	6	6	No Mistake	5	3			
No. Systems & No. Theory	4	4						
Patterns and Functions	3	0						
Algebra	5	5						
Statistics	5	0						
Probability	4	0						

CALIFORNIA STANDARDS	No. of Items	#/% Correct	Standard Level	CALIFORNIA STANDARDS	No. of Items	#/% Correct	
<b>English/Language Arts</b>				<b>Integrated 2</b>			
Reading	XXX	XXX/XXX		Standards Score	XXX	XXX/XXX	
Writing	XXX	XXX/XXX					
Total	XXX	XXX/XXX	Far Below Basic				

CALIFORNIA READING LIST NUMBER XX

STANFORD LEVEL/FORM: Advanced 2/T  
1995 NORMS: Period 14 National

PARENT  
1234 MAIN STREET  
ANYTOWN, CA 99999-0000

Scores based on normative data copyright © 1996 by Harcourt Brace & Company. All rights reserved.

Process No. 10133001-1532231-1803-01161-1

## Sample Back Page of Parent Report – Grade 8

This STAR Parent Report includes your child's results from two major tests.

- The Stanford Achievement Test, 9th Edition (Stanford-9), which is based on the typical curriculum used in schools across the nation.
- The California Standards Tests are based on California's English-language arts, mathematics, science, and history-social science content standards. California's standards are more rigorous than the typical national curriculum.

This report displays the test results in three ways.

**Stanford-9 (OVERALL).** The top part of the report shows the number of test questions, the number of questions your child answered correctly, and the national percentile (%ile) rank. The national %ile rank compares your child's score to the scores of students across the nation. For example, a student who achieves a national %ile rank of 50 scored as well as or better than half of the students in a national sample of students tested in the same grade at the same time of the school year. The higher this number, the better your child's achievement.

**Stanford-9 (CLUSTER SCORES).** The middle part of the report displays your child's Stanford-9 performance in key content clusters. It shows the number of questions for each skill area and the number of questions your child answered correctly. Parents (guardians) and educators may use this information to help identify areas where students need additional instruction or practice.

**CALIFORNIA STANDARDS SCORES.** The bottom part of the report shows your child's performance on questions that reflect California's content standards. It shows the number and percent of questions your child answered correctly (#/% correct). It also shows the performance standard (or level) your child achieved in English-language arts (reading and writing). There are five performance standards (levels) in relation to California's English-language arts content standards.

**Advanced  
Proficient  
Basic  
Below Basic  
Far Below Basic**

Our state's goal is to have every student eventually reach the Proficient or Advanced performance standard (level). If your child's score is **Basic** or below, contact the school and ask about summer school or year-round inter-session, Saturday school, after-school tutoring, and other opportunities your child may have for additional instruction and practice in reading and writing.

*What are California's content standards?* California's content standards are the basis of our state's curriculum frameworks that schools and teachers use to develop courses. The standards are also the basis for selecting instructional materials (textbooks). Standards-based instruction is now being provided in most schools throughout the state. There are separate content standards for each of the four core curriculum areas: English-language arts, mathematics, history-social science, and science. You can view the standards at the State Board of Education's website (<http://www.cde.ca.gov/board/>). You can purchase copies of the standards by calling the California Department of Education Press Sales Unit at 1-800-995-4099.

*How accurate are these test results?* These test results are reasonably accurate, but test results alone should not be used to evaluate your child's overall academic achievement. They should be combined with other information (such as classroom work and assessments, individual projects, and homework assignments) to get a complete picture of your child's achievement. The California Standards Tests are more rigorous than the Stanford-9, and your child's scores are likely to be lower.

*Why two different tests?* The two tests do different things. The Stanford-9 compares your child's score to the scores of a national sample of students. The California Standards Tests show your child's performance in relation to California's content standards. Both sets of results are important and will go into California's Academic Performance Index (API). The API is used to rank the state's schools (both overall and among similar schools) and to measure academic growth from year-to-year. For more information, visit the API website (<http://api.cde.ca.gov/>).

**CALIFORNIA READING LIST.** A number is printed near the bottom left of the report. You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford-9 Reading Comprehension score. The reading list can be found at the STAR website (<http://star.cde.ca.gov/>). Click on California Reading List and follow the directions. If you do not have access to the Internet at home, please check with your child's school or the nearest public library for assistance.

*What if there is no score reported or there is an NS following a score?* You may see one of the following on the report:

DNA	DNA usually means that a student <u>Did Not Attempt</u> some (or all) of a test.
Test Not Taken	For the California Standards Test at grades 8, 9, 10, or 11, a student may have received a No Math or Science Test Taken, if the student did not take a standards-based mathematics or science course and, therefore, did not take a standards-based test.
NA <sup>1</sup>	NA <sup>1</sup> is printed instead of a national %ile score for the Stanford-9 if the student's raw score is zero.
NS	NS is printed to indicate that your child was tested with non-standard accommodations or with a test that was two or more grade levels different from the grade in which he/she is enrolled. If you do not understand why your child was tested with non-standard accommodations, please contact the school.

---

# Grades 9–11

## Sample School/Home Newsletter Insert

---

The spring, students at \_\_\_\_\_ school once again participated in California's Standardized Testing and Reporting (STAR) Program. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 9 through 11 match state-adopted content standards for reading, writing, mathematics, history-social science, and science. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. In grades 9 and 10, however, the mathematics questions for the standards test were not tied to a specific grade level but to the math course in which a student was enrolled. Mathematics Standards Tests were offered for algebra I, geometry, algebra II, 1st-year integrated mathematics, 2nd-year integrated mathematics, and 3rd-year integrated math. Ninth and tenth graders not enrolled in one of the specified math courses were not given a Mathematics Standards Test. Students in grade 11 who had completed algebra II or 3rd-year integrated math were given the Grade 11 Mathematics Standards Test.

California Science Standards Tests also were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

STAR Parent Reports with each student's test results are mailed home within 20 days after they arrive in the district. Reports of results for the Stanford 9 and the California Standards Tests are separate from the report of results for the SABE/2. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to each student's reading comprehension score on the Stanford 9. The purpose of this

---

part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at a back-to-school night.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities prior to the end of school to help parents/guardians understand the reports. A parent/guardian information night is scheduled for \_\_\_\_\_ at \_\_\_\_\_ p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at \_\_\_\_\_.

---

## Grades 9–11

### Sample Principal's Letter before Reports Are Distributed

---

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program this spring. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fourth year for the STAR Program. This important program includes three testing components:

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- The California Standards Tests
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the Stanford 9 and the California Standards Tests in English. In addition, the SABE/2 was given to limited-English-proficient Spanish-speaking students who had been enrolled in California public schools less than 12 months.

The purpose of the Stanford 9 is to provide student results that can be compared to other states and the nation. The California Standards Tests serve a different purpose. Questions on these tests for grades 9 through 11 match state-adopted content standards for reading, writing, mathematics, history-social science, and science. Results of the Standards Tests can be used to see if students are learning what is to be taught in California classrooms.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. In grades 9 and 10, however, the mathematics questions for the standards tests were not tied to a specific grade level but to the math course in which a student was enrolled. Mathematics Standards Tests were offered for algebra I, geometry, algebra II, 1st-year integrated mathematics, 2nd-year integrated mathematics, and 3rd-year integrated math. Ninth and tenth graders not enrolled in one of the specified math courses were not given a Mathematics Standards Test. Students in Grade 11 who had completed algebra II or 3rd-year integrated math were given the Grade 11 Mathematics Standards Test.

California Science Standards Tests were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

A report of your student's results on the STAR tests will be sent to your home within 20 days after they arrive in the district. If your student took the SABE/2, results for that test will be on a separate report. For the second year, STAR Parent Reports also include the California Reading List Number that is tied to your student's reading comprehension

---

score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet, and reading list information will be available at the school when school opens in the fall at back-to-school night.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at \_\_\_\_\_ school is scheduled for \_\_\_\_\_ at \_\_\_\_\_ p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at \_\_\_\_\_. Additional information about student scores will be made available when school starts in the fall.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2001. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at \_\_\_\_\_ school invites you to attend any of the activities, scheduled to help you better understand the STAR 2001 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

---

# Grades 9–11

## Sample Principal's Letter and Explanation for STAR Parent Report (Stanford 9 and California Standards Tests)

---

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests in a non-standard manner.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2001. This is the fourth year for the STAR Program. This important program includes two testing components that are given in English: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and the California Standards Tests. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

The STAR 2000 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on \_\_\_\_\_ at \_\_\_\_\_, beginning at \_\_\_\_\_ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at \_\_\_\_\_.

The entire staff at \_\_\_\_\_ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,  
Principal



---

## About Your STAR Parent Report—Grade 10

### Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the STAR Parent Report.

### Subtest and Totals for the Stanford 9, Form T

Student scores are listed for each subject area and category tested with the Stanford 9, Form T. The total reading test, for example, is divided into vocabulary and reading comprehension subtest scores. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the following information:

**No. of Items:** the number of items on each test.

**Number Correct:** the number of questions the student answered correctly.

**National Percentile:** This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

### National Grade Percentile Ranks

This graphic display shows where the student's score on the Stanford 9, Form T, ranked in comparison to student scores at the same grade in a national sample. Again, the average score is 50 and an average grade-level range is 40 to 60.

### Content Clusters

Each subtest on the Stanford 9, Form T, is broken into content clusters, showing in more detail the content covered within each subject tested. The columns for these scores show the number of items (questions) asked and the number the student answered correctly.

---

## California Standards — English-Language Arts

This section reports results of the California English-Language Arts Standards Test. There are separate scores for reading and writing, as well as a total language arts score that combines these two areas. The scores include the number of items on the test, the number and percent of questions answered correctly, and the performance level achieved (i.e., advanced, proficient, basic, below basic, and far below basic).

## California Standards — World History, Mathematics, and Science

In addition to English-language arts, the California Standards section reports results of the California Standards Tests in History-Social Science (world history for grade 10), Mathematics, and Science. The scores for each subject tested include the number of items on the test and the number and percent of questions answered correctly. Performance level scores for these tests are not included this year. It is anticipated that they will be included in the 2002 STAR Parent Report.

The Standards Tests in History-Social Science are specific to the grade levels tested. The Mathematics and Science Standards Tests are specific to the courses in which students are enrolled.

**Note:** This year's California Standards Test scores may be lower than results of the Stanford 9. Many schools are still in the process of implementing the state content standards in their classroom instruction. As the standards are fully implemented, student scores for the Standards Tests should increase.

## California Reading List

The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at <http://harcourt.fsc.follet.com/california/wx/s.exe> on the Internet.

# Sample Front Page of Parent Report – Grade 10

ACHIEVEMENT TEST SERIES, NINTH EDITION  
(SIMULATED DATA)

TEACHER: PARKER - 490222222  
SCHOOL: LAKESIDE HIGH SCHOOL - 1111111589  
DISTRICT: NEWTON DISTRICT - 1234567890  
TEST TYPE: MULTIPLE CHOICE

GRADE: 10  
TEST DATE: 04/01

## STAR PARENT REPORT FOR BRANDON WILLIAMS

Age: 16 Yrs 09 Mos  
Student No.: 0000053111

SUBTESTS AND TOTALS	Number of Items	Number Correct	National %ile	NATIONAL GRADE PERCENTILE RANKS				
				Below Average 1 10	Average 30 50	70	Above Average 90 99	
Total Reading	84	58	49					49
Vocabulary	30	19	43					43
Reading Comp.	54	39	53					53
Mathematics	48	19	37					37
Language	48	25	31					31
Lang Mechanics	24	9	17					17
Lang Expression	24	16	48					48
Science	40	22	64					64
Social Science	40	17	48					48

CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct	CONTENT CLUSTERS	No. of Items	Number Correct
<b>Reading Vocabulary</b>			<b>Mathematics (continued)</b>			<b>Science</b>		
Synonyms	16	9	Trigonometry	3	1	Earth & Space Science	13	5
Context	7	4	Discrete Mathematics	3	2	Physical Science	14	7
Multiple Meanings	7	6	Conceptual Underpinnings of Calculus	3	1	Life Science	13	10
<b>Reading Comprehension</b>			<b>Language</b>			Science Process Skills	32	19
Recreational	18	14	Capitalization	8	3	<b>Social Science</b>		
Textual	18	11	Punctuation	8	1	History	10	4
Functional	18	14	Usage	8	5	Geography	9	5
Initial Understanding	10	8	Sentence Structure	12	8	Civics & Government	8	4
Interpretation	24	16	Content and Organization	12	8	Economics	8	3
Critical Analysis	10	9				Culture	5	1
Process Strategies	10	6						
<b>Mathematics</b>								
Problem-Solving Strategies	6	3						
Algebra	6	5						
Statistics	6	1						
Probability	5	1						
Functions	5	0						
Geometry from a Synthetic Perspective	6	5						
Geometry from an Algebraic Perspective	5	0						

CALIFORNIA STANDARDS	No. of Items	#/% Correct	Standard Level	CALIFORNIA STANDARDS	No. of Items	#/% Correct	
<b>English-Language Arts</b>				<b>Mathematics</b>			
Reading	XXX	XXX/XXX		Standards Score	XXX	XXX/XXX	
Writing	XXX	XXX/XXX		<b>Science</b>			
Total	XXX	XXX/XXX	Basic	Standards Score	XXX	XXX/XXX	
<b>World History</b>							
Standards Score	XXX	XXX/XXX					

CALIFORNIA READING LIST NUMBER XX

STAR: ALGEBRA II EARTH SCIENCE/BIOLOGY/CHEMISTRY

STANFORD LEVEL/FORM: TASK 2/T

1995 NORMS: Spring National

PARENT  
1234 MAIN STREET  
ANYTOWN, CA 99999-0000

Scores based on normative data copyright © 1996 by Harcourt Brace & Company. All rights reserved.

Process No. 18904271-0000000-8909-03010-1

# Sample Back Page of Parent Report – Grade 10

This STAR Parent Report includes your child's results from two major tests.

- The Stanford Achievement Test, 9th Edition (Stanford-9), which is based on the typical curriculum used in schools across the nation.
- The California Standards Tests are based on California's English-language arts, mathematics, science, and history-social science content standards. California's standards are more rigorous than the typical national curriculum.

This report displays the test results in three ways.

**Stanford-9 (OVERALL).** The top part of the report shows the number of test questions, the number of questions your child answered correctly, and the national percentile (%ile) rank. The national %ile rank compares your child's score to the scores of students across the nation. For example, a student who achieves a national %ile rank of 50 scored as well as or better than half of the students in a national sample of students tested in the same grade at the same time of the school year. The higher this number, the better your child's achievement.

**Stanford-9 (CLUSTER SCORES).** The middle part of the report displays your child's Stanford-9 performance in key content clusters. It shows the number of questions for each skill area and the number of questions your child answered correctly. Parents (guardians) and educators may use this information to help identify areas where students need additional instruction or practice.

**CALIFORNIA STANDARDS SCORES.** The bottom part of the report shows your child's performance on questions that reflect California's content standards. It shows the number and percent of questions your child answered correctly (#/% correct). It also shows the performance standard (or level) your child achieved in English-language arts (reading and writing). There are five performance standards (levels) in relation to California's English-language arts content standards.

**Advanced  
Proficient  
Basic  
Below Basic  
Far Below Basic**

Our state's goal is to have every student eventually reach the Proficient or Advanced performance standard (level). If your child's score is **Basic** or below, contact the school and ask about summer school or year-round inter-session, Saturday school, after-school tutoring, and other opportunities your child may have for additional instruction and practice in reading and writing.

*What are California's content standards?* California's content standards are the basis of our state's curriculum frameworks that schools and teachers use to develop courses. The standards are also the basis for selecting instructional materials (textbooks). Standards-based instruction is now being provided in most schools throughout the state. There are separate content standards for each of the four core curriculum areas: English-language arts, mathematics, history-social science, and science. You can view the standards at the State Board of Education's website (<http://www.cde.ca.gov/board/>). You can purchase copies of the standards by calling the California Department of Education Press Sales Unit at 1-800-995-4099.

*How accurate are these test results?* These test results are reasonably accurate, but test results alone should not be used to evaluate your child's overall academic achievement. They should be combined with other information (such as classroom work and assessments, individual projects, and homework assignments) to get a complete picture of your child's achievement. The California Standards Tests are more rigorous than the Stanford-9, and your child's scores are likely to be lower.

*Why two different tests?* The two tests do different things. The Stanford-9 compares your child's score to the scores of a national sample of students. The California Standards Tests show your child's performance in relation to California's content standards. Both sets of results are important and will go into California's Academic Performance Index (API). The API is used to rank the state's schools (both overall and among similar schools) and to measure academic growth from year-to-year. For more information, visit the API website (<http://api.cde.ca.gov/>).

**CALIFORNIA READING LIST.** A number is printed near the bottom left of the report. You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford-9 Reading Comprehension score. The reading list can be found at the STAR website (<http://star.cde.ca.gov/>). Click on California Reading List and follow the directions. If you do not have access to the Internet at home, please check with your child's school or the nearest public library for assistance.

*What if there is no score reported or there is an NS following a score?* You may see one of the following on the report:

DNA	DNA usually means that a student <u>Did Not Attempt</u> some (or all) of a test.
Test Not Taken	For the California Standards Test at grades 8, 9, 10, or 11, a student may have received a No Math or Science Test Taken, if the student did not take a standards-based mathematics or science course and, therefore, did not take a standards-based test.
NA <sup>1</sup>	NA <sup>1</sup> is printed instead of a national %ile score for the Stanford-9 if the student's raw score is zero.
NS	NS is printed to indicate that your child was tested with non-standard accommodations or with a test that was two or more grade levels different from the grade in which he/she is enrolled. If you do not understand why your child was tested with non-standard accommodations, please contact the school.